Gender Mainstreaming in Organizations and Policy Process

This module[1] is a guide to mainstreaming gender at organization and policy levels. It also provides conceptual guidelines on how to use some important tools. The overall objective of the module is to assist gender trainers, practitioners, experts and managers with practical tools that help to move from theory to practice.

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[1] Written by E. Ariel Montesdeoca.

Module objectives:

- Analyze policies/processes in order to facilitate the formulation and implementation of gender mainstreaming strategies at different levels of an organization.
- Understand how to use different tools for gender mainstreaming in policy processes.

Duration: 20 minutes.

List of acronyms:

FAO	Food and Agriculture Organization
GM	Gender Mainstreaming
GWA	Gender and Water Alliance
IOM	Integrated Organizational Model
IUCN	International Union for Conservation of Nature and Natural Resources/The World Convervation Union
IWRM	Integrated Water Resources Management
MAG	Ministry of Agriculture and Cattle Ranching (Beniras)
NGO	Non-Governmental Organization
PAPS	Drink and Water Sanitation Project (Beniras)
SRN	Ministry of Natural Resources (Beniras)
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
WRM	Water Resources Management

SESSION 1 INTRODUCTION TO MODULE FIVE

Session objectives:

■ Welcome the participants and introduce Module Five.

■ Ensure that everyone understands what is to be done during the sessions.

What you need:

■ Transparency 5.1.

■ Copies of Handout 5.1.

■ Ball of wool.

Duration: 20 minutes.

Step-by-step process:

Step 1 Welcome everyone and introduce yourself.

Step 2 Use an introduction tool in case this module is used as a stand-alone module.

EXERCISE

The Wool Ball

The Wool Ball game can be used as an icebreaker as well as an introductory activity. If no introductory exercise is required, move to Step 3.

PROCEDURE:

a. Make a circle with participants.

b. Ask each participant to give his/her name and organization after they catch the ball but before s/he throws the ball to another participant.

c. Start with yourself holding the ball and stating your name and organization, then throwing the ball to someone else in the circle.

d. After all participants have finished their personal introduction, conclude the icebreaker with a general reflection about the possible existing personal and institutional links (represented by the wool) between the participants and between persons and organizations.

Step 3 Distribute Handout 5.1 (Module Overview). Explain to the participants the sessions to be covered in this module using Transparency 5.1.

Step 4 Write up the participants' expectations on a flip chart or ask them to write it down on cards and post these on the wall for later (Session 8) reference.

Step 5 Ask participants if they have any questions. Make sure that everyone understands what is to be done during the sessions.

MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction to Module Five (20 minutes)
Session 2	Gender Mainstreaming and Organizations in IWRM (1 hour 30 minutes) ■ Review the importance of gender mainstreaming in relation to poverty alleviation, organizational culture and policy change. ■ Contribute to a better understanding of the importance of organizations for gender-related changes. ■ Understand the types and essential aspects of the structure of organizations in IWRM.
Session 3	Gender Disparities and Organizational Change (2 hours 20 minutes) ■ Enable participants to identify the different expressions of gender disparities or imbalances in WRM organizations. ■ Contribute to a better understanding of the current relations between gender disparities, organizational behaviors and organizational changes.
Session 4	Gender Mainstreaming Tools and Policies (1 hour) ■ Introduce the concept of need and conditions for organizational change. ■ Contribute to a better understanding of gender mainstreaming policy and strategy.
Session 5	Strategic Planning and Tools: The Gender Scan (2 hours) ■ Understand the basic principles of the use of the Gender Scan. ■ Introduce the use of the GWA Policy Development Manual.
Session 6	Strategic Planning and Tools: The Spider Web (3 hours) ■ Understand the fundamentals of the use of the Spider Web. ■ Enhance participants' skills in analyzing and strengthening the gender mainstreaming policy process.
Session 7	Planning Gender Mainstreaming Policy (30 minutes) ■ Demonstrate how to plan gender mainstreaming policy and the different tools related to it.
Session 8	Conclusion and Evaluation (35 minutes) ■ Generate feedback from the participants based on the objectives and expectations set for the module.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Five	20 minutes
2	Gender Mainstreaming and Organizations in IWRM	1 hour 30 minutes
3	Gender Disparities and Organizational Change	2 hours 20 minutes
4	Gender Mainstreaming Tools and Policies	1 hour
5	Strategic Planning and Tools: The Gender Scan	2 hours
6	Strategic Planning and Tools: The Spider Web	3 hours
7	Planning Gender Mainstreaming Policy	30 minutes
8	Conclusion and Evaluation	35 minutes

SESSION 2 GENDER MAINSTREAMING AND ORGANIZATIONS IN INTEGRATED WATER RESOURCES MANAGEMENT (IWRM)

Session objectives:

- Review the importance of gender mainstreaming in relation to poverty alleviation, organizational culture and policy change.
- Contribute to a better understanding of the importance of organizations for gender-related changes.
- Understand the types and essential aspects of the structure of organizations in IWRM.

What you need:

- Transparencies 5.2 and 5.3.
- 3" x 4" cards, different colors.
- Flip chart and paper, markers and masking tape.

Duration: 1 hour 30 minutes.

Step-by-step process:

Step 1   Start the session by engaging the participants in a review of the concept of gender mainstreaming relating to:

a. Poverty alleviation and IWRM.

b. Changes required in policies, organizations and personal behaviors to reach gender equity.

Use the information in the Trainer's Notes and Transparency 5.2. Here you may make a connection with Module One (the exercise "Iceberg of Inequality") that reflects the changes required if mainstreaming is to be achieved. (15 minutes.)

Ask the participants to share briefly the experiences they have in their organizations.

TRAINER'S NOTES

Gender Mainstreaming in Organizations

Gender mainstreaming is a relevant approach which originated from the 1995 International Women Conference in Beijing, which aimed to transform policy strategy of government institutions, NGOs and other kinds of organizations. It has been rapidly extended to other policy areas such as children's rights and racial discrimination.

The gender mainstreaming concept applied here, presupposes:

- The existence of a "mainstream" approach in organizations and institutions where ideas, major decisions and resources are geared toward attaining development targets.
- The existence of a dominant "mainstream culture" that promotes poverty and oppresses diversity, particularly gender diversity.
- Equal opportunities for women and men can only be achieved through an integrated approach.
- The need to use a particular language and several tools that would help understand and change the organizational culture.

Central to the goal of gender mainstreaming in IWRM is the changing of policies, programs, practices, systems and organizations so that they actively promote poverty alleviation through gender equality. These should lead to more reflexive studies of the impact of organizational policies and State policy affecting poverty, water and gender relations.

Key concepts in gender mainstreaming in organizations are poverty alleviation, gender equality, organizational culture and organizational change.

Step 2   After reflecting about the importance of organizations as a relevant venue for analysis and conceptualization, introduce and discuss the concept of organization. Base your explanation on the Trainer's Notes below. (15 minutes.)

Ask the participants to give definitions of organizations. Let the participants interact among themselves while writing down participants' reactions on a white flip board.

Ask the participants if they can visualize the different components of organizations. The trainer leads the discussion on the different concepts between systems and stakeholders as external factors and the organization as a unit of persons. Distinguish the three principal components of organization such as external factors (systems), organization unit and the persons. Use flip chart paper to draw "Principal Components of Organizations" or use Transparency 5.3.

Step 3   Reflect with the participants about the inherent relations between gender identities, organizations and external factors or system. Then focus the discussion to the relation between gender identities and the organizational culture as part of the organization unit. (50 minutes.)

PROCEDURE:

a. Discuss the importance of the component "Organizational Culture".

b. In plenary session, ask each participant to answer the question: "What is the most important social value that you have received from your organization and how is it influencing your personal life?" Give an example.

c. Discuss briefly with the group about the different answers and try to make a link between the influence of organizational and systemic values on personal values.

    d. Then, ask each participant to answer the question: What is the most important social value that you as an individual have tried to bring in to your organization? Give an example.

    e. Meanwhile, using a drawing of a person shape, place on the head and body of the person the different circles with concepts which came out of procedure (b) and (d). Examples may be identities like religious, education, kinship system etc.

Step 4   In conclusion, the trainer discusses with the participants (10 minutes):

    a. The differences and difficulties of the interactions involved.

    b. The implications of these interactions for the design and implementation of gender mainstreaming as a process.

TRAINER'S NOTES

What Is An Organization?[2]

Basically, an organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals. Organizations can range in size from two people to thousands. They can be organized by both men and women or only for men and only for women.

One of the most common ways to look at organizations is as a system or complex mix of inter-relations between components. These components can to a certain extent be treated separately, but they are all connected to each other and, ideally, in balance. Some of these components are inputs, outputs, mission, goals and strategies, policies and procedures. Particularly a very important component is the organizational culture.

When there is no clear balance or fit between the different elements within an organizational unit, the organization will not function optimally and the need for organizational change will become apparent. Gender inequalities play a permanent role in the imbalance of organizations – affecting all components through the organizational culture – something that has not always been recognized in different models of organizational analysis, e.g., Integrated Organizational Model (IOM), Mintzberg model, and other models inspired by Systems and Chaos theories.

Although organizational models are a simplification of the complex reality, these models help us distinguish between external factors and stakeholders (the systems) and the organization itself as a dynamic unit interacting with the former, with interaction between persons as the most important factor. Its usefulness for gender mainstreaming will depend on the specific situation, the questions posed and the user's know-how and abilities.

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2 See Carter McNamara. MDF.

TRAINER'S NOTES (CONT'D)

Why is it important to focus on organizations and their policies to accomplish sustainable gender equality?

Since the existence of humankind, men and women have organized themselves in groups to guarantee a minimum quality of life. The way of organizing was also affected by a society's recurrent patterns of activity such as religion, art, kinship systems, laws, family etc., commonly identified as institutional external factors of a system. Because of this inherent relationship between "systems" and organizations, the organization's role have been as an essential mechanism to define, maintain and also re-build gender identities and, consequently, the personal and systemic roles and behaviors. These systemic gender behaviors are manifested throughout the organizations' products, activities, strategy, policies and internal culture. Organizations working in IWRM also follow the same general pattern and as a consequence, contribute to actual gender disparities in water resources management.

Organizational Culture

The culture of an organization is defined as the shared values and norms of people or the organization as a whole. There may be more than one organizational culture that is either complementary or conflicting for supremacy – internally or with the national, regional or specific environment of the organization. Gender disparities in the organizational culture is manifested in and reinforced by what is measured, accepted, rewarded, punished or valued, especially by the leaders. It influences all aspects of the organization.

Organizational culture is mostly manifested in the following:

- Outputs of organization (services and products).
- Ways of interaction with stakeholders (managers, target group, government or donors).
- Proceeds (language, formal statements, deliberate role modeling, benefits distributions).
- Personnel (development of personnel skills and content of training programs).
- Internal relations (visions, political and personal commitment at the top and other levels, diversity, tolerance and openness).
- Structure (management style as manifested through organizational hierarchy and procedures, including gender representation).
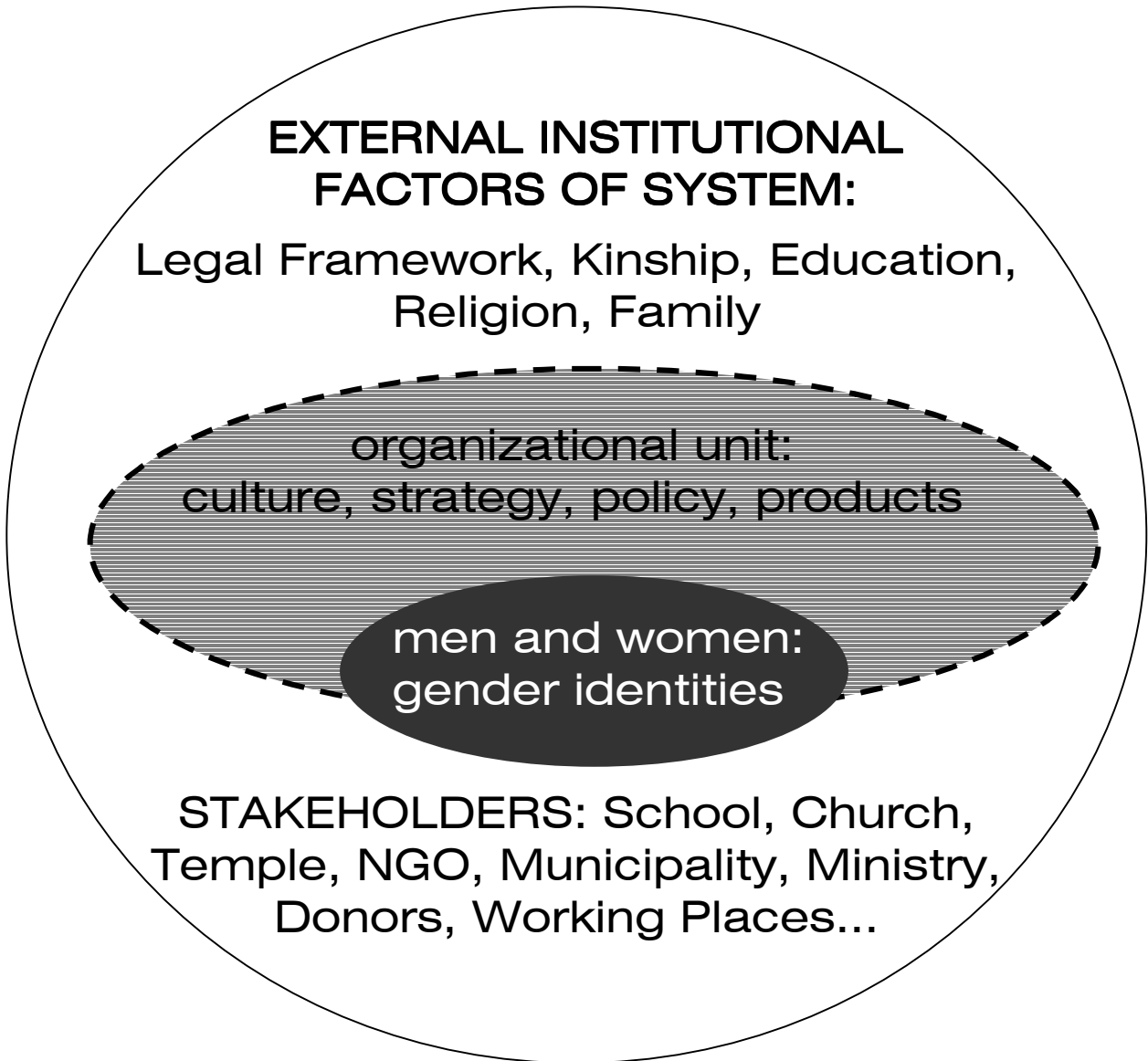
THE GENDER MAINSTREAMING CONCEPT

- Existence of a "mainstream culture".

- Dominant "mainstream culture" that promotes poverty and oppresses diversity, particularly gender diversity.

- Integrated approach.

- Particular language and tools.

PRINCIPAL COMPONENTS OF ORGANIZATIONS

EXTERNAL INSTITUTIONAL FACTORS OF SYSTEM:

Legal Framework, Kinship, Education, Religion, Family

organizational unit:
culture, strategy, policy, products

men and women:
gender identities

STAKEHOLDERS: School, Church, Temple, NGO, Municipality, Ministry, Donors, Working Places...

SESSION 3 GENDER DISPARITIES AND ORGANIZATIONAL CHANGE

Session objectives:

■ Enable participants to identify the different expressions of gender disparities or imbalances in WRM organizations.

■ Contribute to a better understanding of the current relations between gender disparities, organizational behaviors and organizational changes.

What you need:

■ Transparencies 5.4 and 5.5.

■ Flip chart and flip chart paper, markers and masking tape.

■ Copies of Case-Study 5.1 and exercise guidelines.

Duration: 2 hours 20 minutes.

Step-by-step process:

Step 1   The trainer recaps the previous session and introduces Session 3. (3 minutes.)

Step 2   The trainer engages the participants in a brief analysis about the different types of organizations within IWRM. Try to lead the participants to distinguish between community, governmental and non-governmental organizations and more complex organizations such as networks. The trainer writes the results on flip chart paper. (10 minutes.)

Step 3   The facilitator introduces the participants to the exercise and objectives.

EXERCISE (1 hour 35 minutes)

Analyzing Gender Disparities Within IWRM Organizations

OBJECTIVE: Achieve a better understanding of gender disparities within different types of IWRM organizations.

PROCEDURE:

a.   Divide participants into 3 teams: community, government and non-governmental organization.

b.   Point out to each team that the exercise can be easily done if they place the organization in a known region or country, e.g., Asia, Latin America etc.

c.   Ask each team to briefly analyze the gender differences affecting men and women in each type of organization, based on their own experiences. (10 minutes.)

d.   Each team makes a list of the principal most common gender disparities in each type of organization, using concepts discussed in Session 2 and the sample worksheet below. (10 minutes.)

e.   In plenary session, the teams present the results of their work. (15 minutes.)

SAMPLE WORKSHEET: ANALYZING GENDER DISPARITIES WITHIN IWRM ORGANIZATIONS

GENDER DISPARITIES	EXTERNAL AFFECTING FACTORS
Access of women to top management jobs Etc.	Lack of legal framework

Step 4   After the presentations, the trainer summarizes the results of the exercise, highlighting the similarities of the main gender disparities of organizations in IWRM.

Step 5   The trainer introduces and clarifies the concepts of organizational behaviors of gender resistance and their relation with gender disparities. Use Trainer's Notes and Transparency 5.4. (15 minutes.)

TRAINER'S NOTES

Gender Disparities and Organizational Behaviors of Gender Resistance

Gender disparities or imbalances in WRM organizations are manifested mostly through unequal access and control over the following:

- Technical and political information.
- Decision-making process.
- Knowledge and use of technology.
- Resources and benefits from water resources management.
- Equal division of contributions in time and in cash/kind.
- Prevention of domestic violence and harassment.

Projects and organizations that are not gender-sensitive show different types of organizational behaviors of resistance. Each of these organizational behaviors is connected with different particular elements like lack or weakness of gender vision, skilled personnel, gendered participatory methodology, political commitment of leadership etc.

Principal structural organizational behaviors of resistance are:

- INVISIBILITY. In the organization, women are not visible: gender problems are not considered.
- INTERNAL NEGATION. Gender problems exist only outside the organization.
- GENDERED BLAME. Women or men are defined according to stereotypes and categorized for gender acceptance or resistance.
- ORGANIZATIONAL DISCRIMINATION. Focuses on the creation of women's units for external actions as a strategy for resolving external as well as internal gender problems.
- PROGRAM DISCRIMINATION. Focuses on internal and external gender problems through specific women-oriented projects.
- OCCASIONAL DEMAND. Resolves gender problems by hiring short-term specific technical assistance.
- ABSENCE OF INFORMATION. Blames the lack of national or local gender statistics and technical assistance for not taking action.
- COMPLEXITY. Blame the gender issues' complexity as spoiling the major objectives of a mission, programs etc.

Step 6   After the participants have understood the different concepts and inter-relations involved, the facilitator introduces the participants to the next activity and its objective.

EXERCISE (1 hour 15 minutes)

Case-Study 5.1

OBJECTIVE: Improve the analytical skills of participants in learning to recognize different gender disparities inside and between organizations and relating them to stakeholders' interests.

PROCEDURE:

a.   Divide the participants into three teams. Distribute copies of Case-Study 5.1.

b.   Based on the case-study presented, participants are asked to:

1)   Identify the principal organizations involved.

2)   Identify the different types of gender disparities engaged from the case.

3)   Analyze the sources and kind of organizational changes in the project.

4)   Identify and analyze the different types of institutional behaviors facilitating or constraining gender changes.

c.   Use the sample worksheet below to facilitate analysis (you may need to reproduce or post an enlarged copy of this worksheet to guide the participants).

SAMPLE WORKSHEET: CASE-STUDY 5.1

ORGANIZATION	GENDER DISPARITIES	ORGANIZATIONAL CHANGES	ORGANIZATIONAL BEHAVIORS DETECTED : (FACILITATING OR CONSTRAINING)	GENERAL COMMENTS AND MISSING ELEMENTS
Project Donor Etc.	Participation of Women	Gender Expert	Negation of Gender Problems	Lack of Gender Policy

Step 7   Facilitate plenary session for the teams' presentation of their discussion results. (15 minutes.)

Step 8   Facilitator should summarize the existing relationship between organizational changes, organizational gender behaviors and other essential correlated elements. Use Transparency 5.5. (5 minutes.)

RECOGNIZING GENDER DISPARITIES

Drink Water And Sanitation Project, Beniras

In the district Nueva Era of the country Beniras (Latin America), till 1990 the traditional drinking water committees included only men. In spite of the fact that women where the principal users of water in the small villages (37), the only socially recognized female tasks in WRM were associated with bringing food and drinks for men working in the wells and sanitation systems. More than 60% of women were illiterate, and could not act in positions that demanded greater responsibilities.

When the Drink Water and Sanitation Project (PAPS) finished the first 2-year project phase, very few women were included in the project organization. Access to water was still limited to families contributing male labor and had neglected the families composed by a majority of women. Other problem was that the costs of installation of systems became higher due to the lack of local male labor and local management skills. At the same time, very high resistance was detected coming from people of some rural villages (mostly men) to the presence of the project.

Because of the visits of the male team to the communities, they were seen as a threat of sexual harassment to village women. Thus, due to gender inequalities in water management and organizational culture, demands were made from some local women and the donor agency about the lack of women's participation. The project management decided to include women in the project organization in the second phase of the project as part of the team (promoters). Also, the project hired a gender specialist for the established internal unit Women and Development, with limitation on the use of transport and time for visiting the entire project's area.

Since that moment, all problems about gender issues were sent to the specialist without involvement of rest of staff. The donor agency and the national water agency wanted the Municipality of Nueva Era to get more involved in the management of the project. The municipality had agreed to control the management of the urban part of the drinking water project, but it was not interested in the rural areas and particularly in the gender activities. Some important members of the municipal council assured us those women peasants had no power and money to pay for water use. At the same time, the local council said that since only men were working in the local administration, such problems did not exist in the services of the local office. The gender problems were caused by external (foreign) stakeholders, especially coming from women that did not understand the local culture – so concluded the members of local council.

After a year of the second phase, without a gender strategy of the project and the municipality, different problems between women and men arose inside and outside the project organization. Inside the organization, the first problems were caused by different compensation for the same work and access to and control of the different services of the project (access and/or use of bathroom, cars etc.), which clearly were benefiting only the men of the project. Outside the organization, the gender problems were put on public trial by local women commission (the project gender specialist was member and founder) and some men, when the increasing number of cases of domestic violence were spread by local radio and national newspaper, especially when the local mayor was accused of domestic violence. At project level, the geographical areas attended by the gender specialist (35% of the project) in alliance with two male colleagues were reporting high rates of participation of women in water committees and infrastructure comparing with other project's communities.

GRASSROOTS/PROJECT RELATION ON GENDER DISPARITIES IN WRM ORGANIZATIONS

Grassroots level to project/organization	From project/organization to policy level
Equal access and control to decision-making mechanisms.	Invisibility: there is no gender inequality.
Equal access and control to technical knowledge and political information.	Internal negation: only outside.
Equal access and control over technology.	Gendered blame (to women or men).
Equal access and control over resources and benefits.	Organizational discrimination.
Equal division of contributions in time and cash/kind.	Program discrimination.
	Occasional demand.
Domestic violence and sexual harassment.	Absence of information.
Others…	Complexity.

ANALYZING CONSTRAINTS TO GENDER MAINSTREAMING IN ORGANIZATIONS[3]

Constraints	Some essential elements for policy and strategy
Invisibility: no gender inequality.	Political commitment.
	Vision: theory-building.
Internal negation: only outside.	Inclusion of women and men's experience and interpretation of their reality.
Gendered blame (to women or men).	Research.
	Political pressure/advocacy.
Organizational marginalization.	Methodology.
	Mainstream location of responsibility.
Program marginalization.	Gender experience in pioneer and actual programs/projects.
Occasional demand.	Staff development.
Absence of information.	Procedures.
Complexity.	Resources.
	Representative political structures.
	Planning.

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3 GWA. Policy Development Manual for Gender and Water Alliance Members and Partners. January 2003.

SESSION 4 GENDER MAINSTREAMING TOOLS AND POLICIES

Session objectives:

■ Introduce the need and conditions for organizational change.
■ Contribute to a better understanding of gender mainstreaming policy and strategy.

What you need:

■ Transparencies 5.6 to 5.11.
■ Flip chart and flip chart paper, markers and masking tape.

Duration: 1 hour.

Step-by-step process:

Step 1   Introduce participants to Session 4. (3 minutes.)

Step 2   Recapping the previous session, discuss the need and conditions for organizational changes using Transparency 5.6. (10 minutes.)

Step 3   Discuss differences between development change and organizational change.

TRAINER'S NOTES

The Need for Organizational Change[4]

Social, political and especially gender disparities or imbalances cause the need for structural changes within organizations. There are two kinds of changes in water organizations:

■ DEVELOPMENT CHANGE refers to some reforms in the organizations linked, e.g., to achieve equality between men and women by: focusing to change the legislative framework, eliminating discrimination and creating a level playing field and efforts to remedy the consequences of discrimination through affirmative actions.

■ ORGANIZATIONAL CHANGE can be identified as radical changes in most of the components, especially in the organizational culture. When gender mainstreaming is effectively integrated, it becomes identified as organizational change.

Step 4   Discuss the current institutional tools to promote organizational change using Transparency 5.7. (12 minutes.)

Step 5   Discuss the gender mainstreaming policy and strategy components. (24 minutes.)

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[4] GWA. Policy Development Manual for Gender and Water Alliance Members and Partners. January, 2003.

a. Ask the participants how they define a policy and gender policy.

b. Ask the participants how they usually build/make a policy.

Step 6   Introduce the concepts of "Gender Policy and Strategy" by using Transparency 5.8 and 5.9.

Step 7   Discuss the different approaches needed to mainstream gender in the policy and strategy process of an organization (Transparency 5.10).

TRAINER'S NOTES

GENDER POLICY is a public statement of an institution's or organization's commitment to taking gender issues seriously. It outlines what this commitment means in the context of the organization's work. A gender policy relates to any of the following:

■ THE ORGANIZATION'S WORK. Women's and men's involvement in the planning, construction, operation, maintenance and management of domestic water supply, irrigation, sanitation or environmental protection.

■ THE INTERNAL ORGANIZATION'S STAFFING AND CULTURE. Issues affecting female and male staff at work, e.g., recruitment, promotion and training opportunities for female and male staff, gender-sensitive proceeds, participatory methodology, political commitment, available gender budgeting, shared gender vision, access to gender representative mechanisms of decision-making etc.

■ THE ENABLING ENVIRONMENT. Political, socio-economic and cultural factors defining the context and extent of the autonomy of an organization's activities (e.g., national and local laws and customs, agreements, interacting with other organizations like donors, NGOs and governmental organizations).

Four distinct components are important for an effective gender policy:

■ SITUATION ANALYSIS. This means examining gender issues concerning beneficiary groups and the organization itself. The latter includes an examination of staff knowledge, skills, commitment and practice in relation to gender issues, and an examination of gender issues affecting staff (such as gender-based differences in promotion opportunities or sexual harassment at work).

■ CONCEPTUAL FRAMEWORK. The policy itself should be devised on the basis of the situation analysis and comprise an explanation of why the organization considers gender issues to be important, the organization's vision of gender-sensitive practices and the various ways and means in which this understanding should influence the organization's work.

■ IMPLEMENTATION OF GENDER STRATEGY. The gender vision and mission of an organization can be defined through specific gender-related plans, whether short-term (up to 1 year), medium-term (1-5 years) and long-term (5-10 years).

■ ACTION PLAN. A planning document that sets out in detail how the policy will be implemented over a specified time period, including activities, budgets, responsibilities and indicators for monitoring and evaluation.

TRAINER'S NOTES (CONT'D)

Approaches and Tools for Gender Mainstreaming in IWRM Organizations' Policy Process

In selecting and using effective tools for gender mainstreaming in the policy process of IWRM organizations, it is important to remember that gender mainstreaming policy and strategy requires an integrated approach:

■ Gender mainstreaming in the activities of the organization, e.g., programs and projects.
■ Gender mainstreaming directed to other partner organizations.
■ Gender mainstreaming as internal cross-cutting activity (the organization itself).

Gender mainstreaming policy and strategy should emphasize the following:

■ Interaction between internal elements and external factors of organization.
■ Inter-relations at institutional levels: macro, medium and micro.
■ Sequence of planning phases like identification, formulation, adoption, implementation, monitoring and evaluation.

Step 8   Introduce the tools used for gender mainstreaming in the policy process (Transparency 5.11). Point out that advocacy as a tool will not be discussed during this course – make a specific reference to existing documents[5] like the GWA Advocacy Manual and other related documents. (8 minutes.)

Step 9   Close the session. (3 minutes.)

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[5] GWA. Advocacy Manual for Gender and Water Ambassadors. 2002; WOLA (Washington Office Latin America) Participative Planning Methodology for Political Advocacy, Practice guide (Spanish). 1999.

CONDITIONS FOR ORGANIZATIONAL CHANGES

- A crisis or trigger event.

- Existence of a transformational leadership (management style).

- Existence of demands and advocacy from women in alliance with other organizations.

- Existence of factors affecting organizational culture:

  ⇨ Multiple interventions directed at organizational components.

  ⇨ Policy formulation or adjustment.

- A reasonable timeframe.

LEVELS FOR PROMOTING AND MONITORING GM IN ORGANIZATIONAL CHANGE
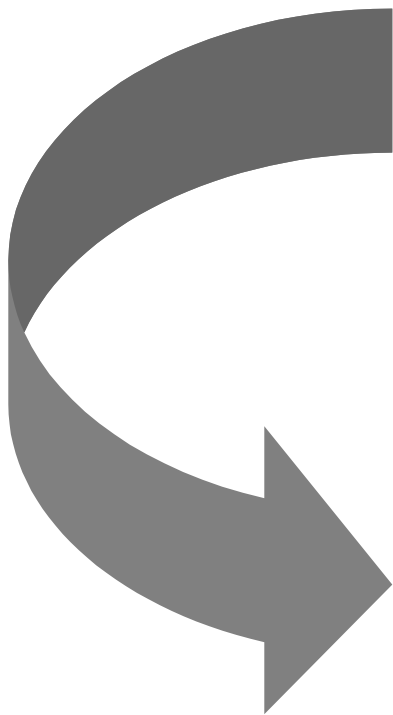
- Self- and social awareness.

- Projects/programs.

- Institutional development.

- Gender mainstreaming policy and strategy.

EMPHASIS OF GENDER MAINSTREAMING POLICY AND STRATEGY

- Interaction between internal elements and external factors.

- Inter-relations at different levels (macro, medium and micro).

- Sequence (follows logic of planning process.

COMPONENTS OF GENDER POLICY

- Situational Analysis.

- Conceptual Framework.

- Gender Strategy.

- Action Plan.

Transparency 5.10

GENDER POLICY AND STRATEGY: INTEGRATED APPROACH

- Integrated in organizational activities, e.g., programs and projects.

- Directed to the partners and stakeholders.

- Internal cross-cutting activity (the organization itself).

TOOLS FOR GENDER MAINSTREAMING

- Gender Scan.

- Spider Web.

- Advocacy.

SESSION 5 STRATEGIC PLANNING AND TOOLS: THE GENDER SCAN

Session objectives:

- Understand the basic principles of the use of the Gender Scan.
- Introduce the use of the GWA Policy Development Manual.

What you need:

- Transparency 5.12 to 5.20.
- 3" x 4" cards, different colors.
- Copies of the GWA Policy Development Manual.
- Flip chart and flip chart paper, markers and masking tape.

Duration: 2 hours.

Step-by-step process:

Step 1   Recap the previous session and establish links. (7 minutes.)

     a.   Ask participants who among them know and have used the GWA Policy Development Manual.

     b.   Ask participants also the following: who among them have experienced doing a Gender Audit or Gender Scan.

Step 2   Introduce the GWA Policy Development Manual using Transparencies 5.12 to 5.15. (8 minutes.)

Step 3   Then, discuss briefly what a Gender Scan is with help from the Trainer's Notes below and Transparencies 5.16 and 5.20. (10 minutes.)

Gender Scan

The Gender Scan is a self-assessment methodology that focuses on improving the organization's performance with respect to gender equality and women's empowerment.

Why a Gender Scan[6]

The Gender Scan is meant to be used as a starting point for organizations implementing an internal change or strategic planning process or both, with regard to gender mainstreaming.

Its overall objective is to assess an organization's performance and potential to successfully develop and implement a gender-inclusive policy and practice to strengthen its activities, services and products.

Specifically the self-assessment will:

1. Assist organizations to analyze the following:
   - Organizational policy with regard to gender issues and principles.
   - Application of gender policy in products and services.
   - Organizational support for application of gender policy.
   - Internal gender policy application.
2. Highlight areas for institutional change for improved implementation of gender mainstreaming.

Step 4   EXERCISE (50 minutes)

Planning a Gender Scan

PROCEDURE:

a. Form two teams mixing those with prior experience with those with none. Give copies of the GWA Policy Development Manual when the participants begin with question number 3 (see below).

b. Each team shall discuss the following questions:

   5) Why a Gender Scan?

   6) What would be the requisites needed to engage your organization in the Gender Scan?

   7) Which are the principal steps in a Gender Scan plan for our organization?

   8) What are the methods you are going to use to collect information?

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[6] Policy Development Manual for Gender and Water Alliance Members and Partners (2003) & Manual for the Participatory Gender Audit (SNV, 2000).

TRAINER'S NOTES

Gender Scan Methodology

The Gender Scan is a participatory tool based on the concepts of gender and development, learning organization, qualitative self-assessment and adult learning cycle.

The methodology of the Gender Scan consists of a set of methods to be used in workshop sessions with groups of participants, preferably teams that work together at different levels in the organization's programs or projects. All the methods require the involvement of all members of the teams and promote self-assessment by individual participants on various aspects of the organization's programs and projects. The methods permit participants to effectively learn how to judge gender equality and women's empowerment and how to apply these objectives in their own work. In addition to the workshop methods, the Gender Scan provides methods to be used by members of the Gender Scan team in conducting an inventory of the gathered information and write the reports.

Some of the methods used in a Gender Scan are:

- QUESTIONNAIRE SURVEY. This involves a printed or electronic list of questions and is distributed to a pre-determined selection of individuals. Individuals complete and return the questionnaire.
- FACE-TO-FACE INTERVIEW. This involves personal interaction. The interviewer asks questions following a guide or protocol and records respondents' answers.
- GROUP TECHNIQUES (facilitated workshop, focus group discussion). This involves group discussion of pre-determined issues or topic. A trainer or moderator leads the group.
- DOCUMENT REVIEW. This involves identification of written or electronic documents containing information on issues to be explored. The team reviews documents and identifies relevant information. The team keeps track of information retrieved from documents.

Some techniques used to collect information are:[7]

- Perception of achievement
- Quality test
- Venn diagram
- SWOT analysis
- Ideal organization
- Archive review

- Knowledge and awareness test
- Classification of projects/programs
- Onion of Hofstede
- Mind-mapping
- Timeline

Step 5   The teams present in plenary session their results using creative visuals of available materials. (20 minutes.)

Step 6   Synthesize discussion. Refer to Trainer's Notes and the GWA Policy Development Manual for additional inputs. (15 minutes.)

Step 7   Close the session.

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[7] See Gender Audit, SNV.

INTRODUCING THE GWA POLICY DEVELOPMENT MANUAL: THE GENDER SCAN

- Provides guidelines to develop gender policy.

- Enabling rather than prescriptive.

Two Parts:

- Policy Guidelines.

- Gender Scan Guidelines.

POLICY GUIDELINES: FOUR STEPS FOR GENDER MAINSTREAMING

- Information.

- Consultation, advocacy and decision-making.

- Action to promote gender sensitivity (beneficiary groups).

- Action to promote gender sensitivity (organizations).

COMPONENTS AND STEPS

- **Policy components.**

  - Situational analysis.

  - The policy itself.

  - Implementation strategy or action plan.

- **Step-by-step guide to developing a gender policy.**

- **7 steps.**

GENDER SCAN GUIDELINES

Why a Gender Scan?

- Objectives.

- Step-by-step methodology.

- Appendix.

  - Case-study.

THE GENDER SCAN

Objective:

Assess an organization's performance and potential to successfully develop and implement a gender-inclusive policy and practice.

Specific objectives:

- Analyze:
  - ⇨ Policy application product and service.
  - ⇨ Internal gender application.
  - ⇨ Organizational support.

- Highlight areas for institutional change for improved operationalization of GM.

STEP-BY-STEP GUIDE ON GENDER SCAN

- Organization readiness.

- Creating a team.

- Planning the Gender Scan.

- Conducting the self-scan.

- Follow-up.

- Communicating the results.

STEP-BY-STEP GUIDE ON GENDER SCAN

Planning a Gender Scan

- Identifying the unit of analysis.

- Identifying the main performance issues to be addressed.

- Development of key questions or main performance indicators.

- Choosing methods to collect information.

READINESS FOR GENDER SCAN

- Cultural.

- Leadership.

- Resources.

- Vision and strategy.

- People.

- Systemic.

DATA COLLECTION METHODS

- Questionnaire survey.

- Face-to-face interview.

- Group techniques.

- Document review.

SESSION 6 STRATEGIC PLANNING AND TOOLS: THE SPIDER WEB

Session objectives:

■　Understand the fundamentals of the use of the Spider Web.

■　Enhance participants' skills in analyzing and strengthening the gender mainstreaming policy process.

What you need:

■　Transparencies 5.21 to 5.23.

■　Copies of Case-Study 5.2, including Flowchart 5.2.

■　Flowchart 5.1 and 5.3.

■　Copies of Handout 5.2.

■　4 flip chart papers with the marked essential elements of the web.

■　3" x 4" cards, different colors.

■　Flip chart and flip chart paper, markers and masking tape.

Duration: 3 hours.

Step-by-step process:

Step 1　　Trainer starts with an energizer. Alternatively, the host team could be asked to conduct the energizer. (10 minutes.)

Step 2　　After the energizer, trainer recaps the previous session.

Step 3　　Trainer introduces the new topic of the session and proceeds to explain:

　　　　　a.　What are the important elements for gender policy in general?

　　　　　b.　What is the "Spider Web" and its antecedents?

TRAINER'S NOTES

Gender Mainstreaming in Policies and Strategies and the Model of Spider Web[8]

Mainstreaming a gender perspective in organizations requires actions related to at least 13 elements, each one representing a site of power. We are reminded that gender relations and their intersection with other relations – including social and productive – operate within each site of power in any context. When collective action is undertaken to change a particular element, the underlying power relations will offer opportunities as well as resistance to change. Power is expressed in each element in both the visible products – practices and processes – and in the invisible values and motivations.

The study of different processes of gender mainstreaming have contributed to the creation of this model for analysis and planning which takes into consideration that all identified elements are:

■ Essential for the building and following-up process of any public and/or organizational policy.
■ Necessary to relate to each other in a set of reinforcing interactions, expressed together in the form of a "web".

Policy and planning are one of these elements. That means the progress of gender mainstreaming will depend on whether gender is mainstreamed into each of these essential elements. The gender mainstreaming policy/planning element is the outcome of the "Spider Web".

The form of the web will be context-specific and depends on the presence (or non-presence) of gender mainstreaming in these essential elements.

In general, the spider is/are the researchers or the policymakers.

Step 4   Explain the significance of each essential element and related gender indicators using Handout 5.2 and Transparency 5.21. The trainer gives some examples. (15 minutes.)

Step 5   Introduce the "Spider Web" as a model for analyzing and planning.

Step 6   Use Flowchart 5.1 to point out each element or use a prepared flip chart paper with the marked essential elements of the web. (15 minutes.)

    a.   As each essential element is explained, the trainer will put them (in colored cards) in their respective web places till all 13 elements are completed.

    b.   The trainer will then draw the different lines representing the different gender relations between the different elements of the web to get a complete web (see Flowchart 5.1).
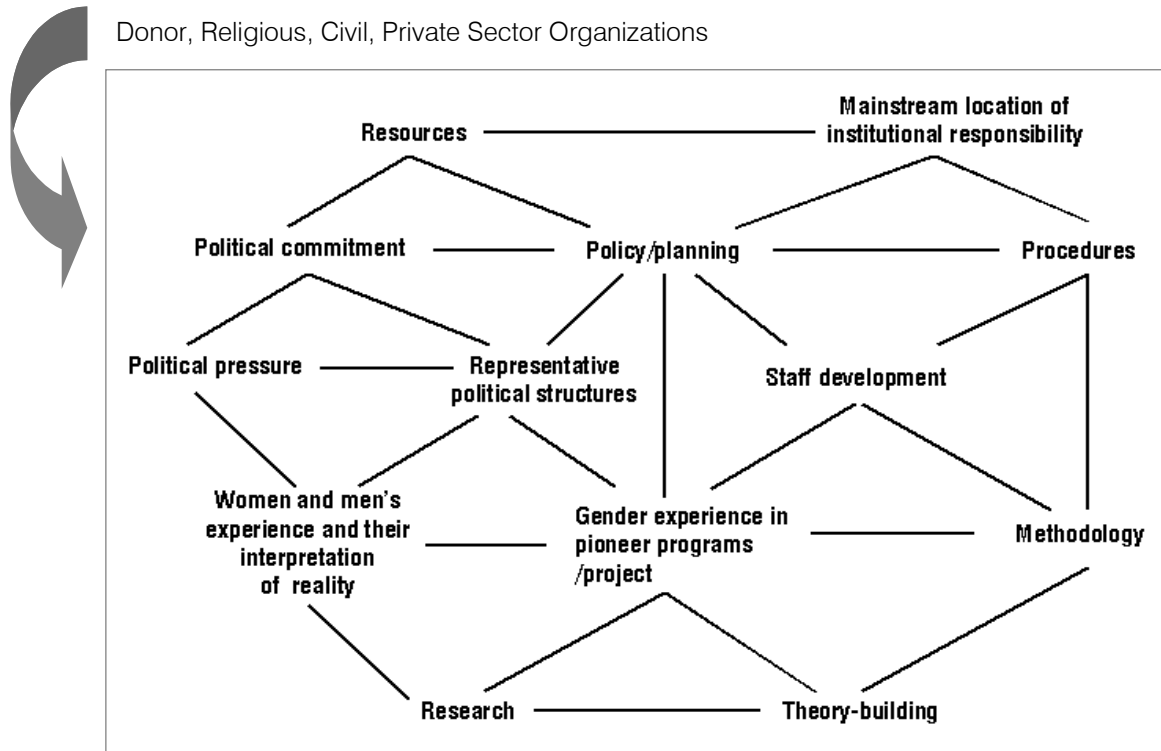
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8 Based on institutional web of C. Levy. See also Perception and Interaction: Inventory of 5 Case Studies of Gender Mainstreaming Governmental Process in Honduras, M. E. Mendez and E. Ariel Montesdeoca, 2000.

FLOWCHART 5.1. THE SPIDER WEB

Donor, Religious, Civil, Private Sector Organizations

c. The sequence of presentation of the elements does not indicate a fixed sequence. It can be started anywhere. But, from a participatory approach, it is recommended to start from the element "Women and men's experience and their interpretation of reality", and continuing with other elements such as "Political pressure/advocacy", "Representative political structures", and so forth.

Step 7   The facilitator will present and discuss the planning process for the "Spider Web" (Transparency 5.22).

Step 8   Be sure that everybody has understood the logic of the spider web; the trainer will present a case-study for a practical exercise in working groups.

Step 9   Trainer introduces the exercise on the use of the "Spider Web" (5 minutes).

EXERCISE (1 hour 30 minutes)

Case-Study 5.2

OBJECTIVE: Understand the basic use of the Spider Web for gender mainstreaming.

PROCEDURE:

a. Explain the exercise objective, expected outputs, procedure and additional resources for the case-study (refer to Instructions for the Team in Case-Study 5.2).

b. If the participants need more information, they can consult a resource person for a maximum of 15 minutes, who will be invited for this part of exercise. (Note: the trainer also can take the role of the resource person.)

c. Distribute Case-Study 5.2 and Handout 5.2. Be sure that the participants do not have access to Flowchart 5.3.

d. Divide the participants in 2 or 3 teams.

e. Ask participants to work on the exercise for 1 hour 25 minutes only.

f. After the teams have built up their own "Spider Web" and answered the questions in the case-study, they can now compare it with Flowchart 5.3.

g. Teams present their comments and results to the plenary. (20 minutes.)

Step 10   After the presentations, the trainer summarizes the whole presentation of outputs and highlights. Use flip chart paper or Transparency 5.23. (10 minutes.)

Step 11   The trainer proceeds to close the session by giving a short synthesis of what has been discussed and learned during the session.

TABLE OF ESSENTIAL ELEMENTS TO ACHIEVE GM IN ORGANIZATIONAL POLICIES

ELEMENTS	FOCUSES ON:	GENDER VARIABLES AND INDICATORS
Research	In what extent is gender integrated into the specific studies undertaken or used in the stage of planning process? ■ National, local studies. ■ Field research, evaluation etc.	Sex-disaggregated data. Gender-analytical information. Topics covering the specific situation of women and other displaced or marginalized sectors of the population.
Methodology	Analytical techniques and instruments that ensure the incorporation of the knowledge and experience of women and men regarding their own situations. ■ Diagnostic studies. ■ Focus groups. ■ Surveys etc.	Representation of both sexes is ensured in methods. Consensus with women's groups on the content of requested information. Participation of target community members in different phases – especially women and youth. Gender indicators are incorporated.
Vision/theory-building	Presence of vision about the relation between organizational development and gender equality. ■ Mission. ■ Long term plan. ■ Programs, projects etc.	No. and/or kind of documents on gender concepts and view. Vision is constructed based on women and men in the organization and community. Present in each phase of planning process and at all levels of the organization.
Women's and men's experience and interpretation of reality	The inclusion of gender needs of women and men and the differentiated impact of the organizations activities on each of them.	Some type of gender needs accounted for policy formulation and implementation. Phase/timing of the consultation. Groups affected by interventions.
Political commitment	The political will and personal commitment to support and/or implement policies to achieve gender equality.	Commitment from the organization's leader(s). No. of women/men providing support from management positions. No. of men supporting gender-sensitive decisions.
Political pressure/advocacy	Participation of women's groups and mixed groups in advocacy and lobby activities.	No. of external organizations working on the organization's gender agenda. No. of gender proposals submitted by civil groups. No. of projects proposed by civil organizations in operation.

TABLE OF ESSENTIAL ELEMENTS TO ACHIEVE GM IN ORGANIZATIONAL POLICIES

ELEMENTS	FOCUSES ON	GENDER VARIABLES AND INDICATORS
Representative mechanisms in the decision-making process	Existence of gender representative mechanisms, e.g., local and other commissions. ■ Internal monitoring (accountancy). ■ Gender commissions. ■ Inter-institutional.	Composition and distribution of gender/sex in commissions. Gender content in the participative mechanism agenda. Time and frequency of participation of women.
Gender experience in pioneer projects and actual programs/ projects	Gender contributions in previous and actual programs within the organization.	No. of gender mainstreaming experiences systematized/documented. Incorporation of GM lessons learned, in plans and other projects of institution. No. and/or type of gender coaching done.
Technical development of personnel	The organizational support to staff to improve gender knowledge and experience. ■ Managers. ■ Administrative personnel. ■ Operations personnel.	Presence and kind of gender specialization (focal points, mixed). Representation of women in different levels/positions. Quantity and quality of gender management courses. Representation of women and youth in training courses.
Procedures	The set of internal regulations and procedures that make the WRM policies effective. ■ Water Management Plan. ■ Internal regulations for organizational projects. ■ Format of reports, TOR etc.	Non-sexist language. Implementation of measures based on national equality laws. Positive actions. Protection of women in workforce.
Financial resources	Where are resources invested? ■ Institutional plan. ■ Local projects. ■ Gender budget.	Existence of specific gender items in budget. Implementation of participative budget planning techniques. Quantity and quality of projects for women or that have gender components.
Mainstream location responsibility for gender issues	Clarity of the location of responsibility for gender issues.	Status of the responsible official or unit. Existence and composition of gender team (one or mixed unit). Controlling functions in strategic development plans.

ESSENTIAL ELEMENTS TO ACHIEVE GENDER MAINSTREAMING IN ORGANIZATIONAL POLICIES

- Policy/Planning.

- Research.

- Methodology.

- Vision/theory-building.

- Women's and men's experience and interpretation of reality.

- Political commitment.

- Political pressure/advocacy.

- Representative mechanisms in decision-making process.

- Gender experience in programs/projects.

- Technical development of personnel.

- Procedures.

- Financial resources.

- Mainstream location of responsibility for gender issues.

PLANNING THE SPIDER WEB

Steps	Products
1. Planning. Make a plan for the activities for research, analysis and dissemination.	Plan. Checklist.
2. Methodology. Prepare legal framework and tools: ⇨ Terms of Reference for position papers. ⇨ Questionnaires and workshop material.	Terms of Reference etc.
3. Identification of stakeholders acting during the policy process.	List key persons.
4. Collecting information through: ⇨ Personal interviews with different actors of the process about different elements. ⇨ Workshops with different stakeholders.	Reports of interviews. Case-studies.

PLANNING THE SPIDER WEB (CONT'D)

Steps	Products
5. Analysis of the elements and their interactions. Look at: ⇨ Weak and strong sides of gender mainstreaming elements. ⇨ How each element is contributing (or had contributed) to the actual situation of GM in institutional policies and practices. ⇨ Potentials (relating to opportunities which might offer an opening for gender integration). ⇨ Roles of different stakeholders: civil society, church and donors. ⇨ Political and social context described.	Draft Gender Policy and Strategy document.

PLANNING THE SPIDER WEB (CONT'D)

Steps	Products
6. Gender consultation with focal groups about the information collected.	Report of comments and recommendations.
7. Build up the web.	Flowchart.
8. Apply the analysis to a strategic planning of policy process. ⇨ Formulation of recommendations for follow-up or startup.	Recommendation report.
9. Presentation and distribution.	Final document.

Timeframe: 2 to 3 months.

BUILDING A SPIDER WEB

Ministry of Natural Resources, Beniras

Since 1996, the water resources of Beniras (country in Latin America) have been managed by different government agencies. Drinking water and sanitation systems are overseen by the Ministry of Health; water irrigation lie in the jurisdiction of the Ministry of Agriculture (MAG) and the Ministry of Natural Resources (SRN) oversees the use of environment. But this hasn't always been the case. Prior to 1996, the country's water resources – both for irrigation and environment – were the responsibility of a single government ministry: the old Ministry of Natural Resources (MRN).

Meanwhile, the process of implementing a ministry-wide policy on gender in the natural resources sector began in 1993, before the Ministry was divided into two separate entities. In the year 2000, each Ministry officially ended the phase of formulation and an official document/general strategic plan was adopted by the Minister and later (2001), by the Presidency. The gender policy document of SRN has very good objectives and strategic actions. Although the two policy documents by SRN and MAG were similar in their general objectives, they each incorporated different contents and involved different players. The two processes were also different in timeframe and focus, despite their shared goals. Applying the "Spider Web" model to each revealed in a just a few weeks the differences, weaknesses and strengths regarding gender in each of the components of both processes.

THE MINISTRY OF AGRICULTURE AND CATTLE RANCHING (MAG) (see Flowchart 5.2)

Significant differences. The process of creating and implementing a gender policy in the MAG took 7 years. Small-scale farmers and their unions, both men and women, participated in the initial stages of the process (4 years). The initiative to create a gender policy emerged from the results of a pioneer women's project with support from the FAO, and also from pressure from the international cooperation community. The primary focus of the theory was Women in Development. Decisions regarding gender were not under the direct responsibility of the Ministry.

THE MINISTRY OF NATURAL RESOURCES AND THE ENVIRONMENT (SRN) (see Flowchart 5.3)

Significant differences. The process of creating and implementing a gender policy took two years. It emerged from an analysis of the gender situation by both men and women employed by the Ministry – but not from the larger community. The initiative to create a gender policy emerged from a project financed by the donor agency with no significant findings from any prior project: it was due largely to the political wishes of the Minister (she). Personnel training was weak and involved just 20% of employees, primarily women. The initial focus theory was Women in Development, but this changed over time to gender mainstreaming. Decisions regarding gender mainstreaming, gender unit and gender specialist, were under the direct responsibility of the Minister. For the formulation of this gender national policy, the previous administration has not invited the private sector and religious institutions to be part of the process. The influence of International donors was strong in the process.

INSTRUCTIONS FOR THE TEAM:

You are a part of the consultant group, *Pisces*. The new Minister of Natural Resources (SRN) of Beniras, with the assistance of the also new Minister of Women Development wants to review the gender mainstreaming policy of the Ministry. This gender policy and strategy was approved during the previous administration (by the opposite Party). Now, they need serious advice if they proceed to:

1) Apply the already approved gender policy of the previous administration, or
2) Reformulate this current one based on the actual situation, or
3) Restart a new gender mainstreaming process.

Based on the case-study and the Table of Essential Elements (Handout 5.2), the consultant group *Pisces* will:

1) Build up the "Spider Web" of the Ministry of Natural Resources, SRN.
2) Advise the Minister about restarting a new process or improve the old one.
3) If you as adviser concludes to improve the old gender strategy, where do you start and why?
4) If you as adviser concludes to restart a new gender mainstreaming process, on what facts is this based?

ADDITIONAL RESOURCES FOR THE CASE-STUDY:
- Case-Study 5.2.
- Basic Information (Case-Study 5.2 page 3).
- Flowchart 5.2 (Case-Study 5.2 page 4).
- Table of Essential Elements (Handout 5.2).
- There is a key resource person available and s/he can help you with extra information. You can interview him/her only for 15 minutes to allow all teams a chance to consult.

BASIC INFORMATION

ELEMENT	SRN
Political commitment	The Minister decided to introduce a gender agenda in Ministry in the 2 years left of her administration. She, a politician, frequently adopted measures to order the top managers to attend the different sessions during the formulation phase of gender policy, also when she was not always attending. She also hired more women in managerial positions.
Vision/theory-building	The local environment municipality units would implement gender-oriented activities, but they were not involved in the identification and formulation phases. Also, personnel of regional offices were not involved in the initial gender-sensitive trainings.
Women's and men's experience and their interpretation of reality	A gender diagnosis was made with part of the personnel (men and women) of Ministry. No diagnosis and consultation was made at the local level or with civil society (peasants, women or environment organizations).
Research	No specific research was made on gender and water issues. Secondary data was used for the process, coming from the MAG.
Political pressure/advocacy	Traditionally, women's organizations are not working in water issues. Environment organizations are very weak in gender issues. They don't interact frequently on policy issues with the central office of SRN.
Methodology	Gender-sensitive techniques were used with personnel involved.
Mainstream location of responsibility	The gender specialist and focal point came under direct responsibility of the Minister. A representative from the planning unit was actively involved.
Gender experience in pioneer and actual programs/projects	The only project working with gender in the SRN was in the energy sector and provided assessment to the process, with an initial input from IUCN.
Staff development	Only few courses were developed by the identification phase. Few gender documents are available in the few libraries of Ministry.
Procedures	The gender policy considered the situation of women inside the Ministry (e.g. protection against sexual harassment). But the procedures are still unmodified.
Resources	Budget for the gender mainstreaming process came mostly from external donors.
Gender-representative internal mechanisms	Ad hoc internal committee for following up of the process of formulation was established with men and women staff participation. They disappeared with the political administration change.

SITUATION NOW

The country has good laws, like the Equality Law which mandates a minimum percentage for women political representation (30%) and a Women National Plan. Not everybody knows these laws or strategies. The previous administration ended in the beginning of 2001. The priority of the new government is decentralization and poverty reduction. The Ministry of Planning has introduced gender mainstreaming goals in the National Poverty Reduction Strategy. But not all Ministers are gender-sensitive. The main decentralization proposal from the government has no gender approach – most of the women's organizations think that it is more about privatization than transferring real political and financial autonomy to the local administrations. The proposed Water Decentralization Law is a hot issue now. The new Minister of Environment is a woman, but it has taken more than a year and six months to get her attention on the existing gender policy. Also the Ministry of Women Development has no experience in gender mainstreaming in IWRM and decentralization issues. The donors are not so willing to invest more financial and technical assistance for new gender mainstreaming processes. Almost 20% of the old staff has been fired in the first 10 months of the new administration. The new gender focal point comes from other sectors and do not have enough theoretical knowledge and skills to give advise to the Ministry.
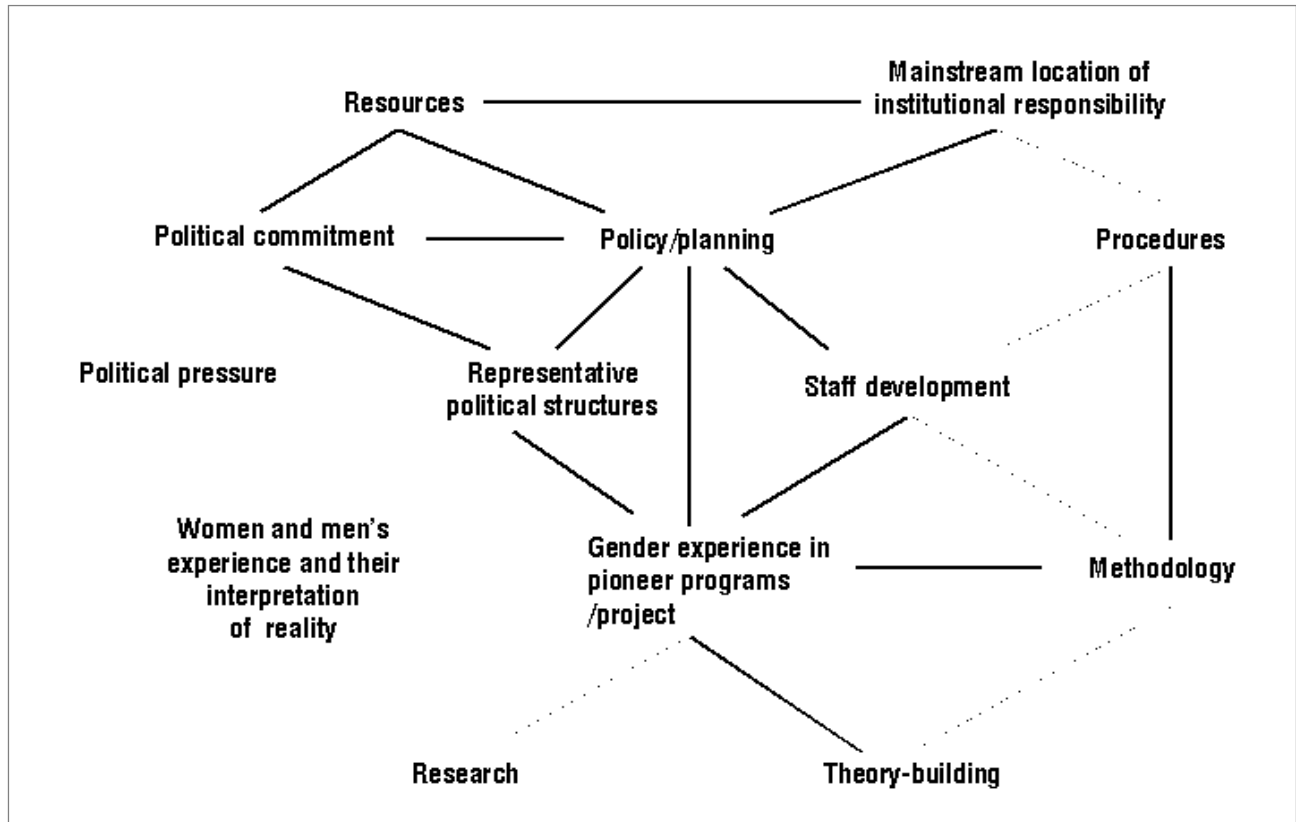
FLOWCHART 5.2: THE MINISTRY OF AGRICULTURE AND CATTLE RANCHING (MAG)
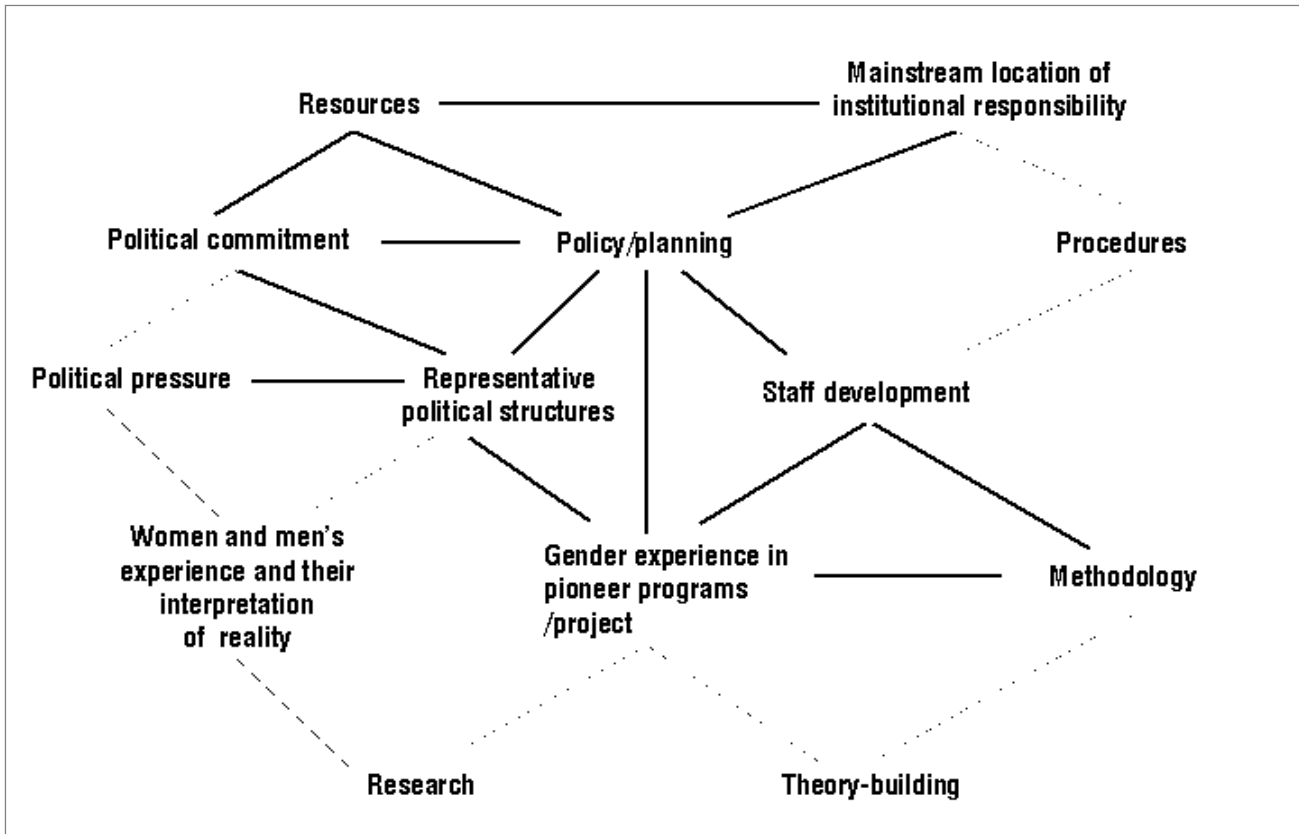
——— Strong link

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FLOWCHART 5.3: THE MINISTRY OF NATURAL RESOURCES AND THE ENVIRONMENT (SRN), YEAR 2000

———— Strong link
.... Weak link

SUMMARY: THE SPIDER WEB

The Spider Web is a useful tool for:

- Analyzing the sustainability of existing institutional and public policies from a gender perspective.

- Building or rebuilding gender mainstreaming policies.

- Promoting changes in the planning process of gender mainstreaming policies.

Transparency 5.23

SUMMARY: THE SPIDER WEB (CONT'D)

Specifically, the Spider Web can help us:

- Understand existing gender relationships between different institutional components and with external factors, e.g., influence from donors, religious and political institutions.

- Identify where the policy process started and through which strategic elements of web is done.

- Identify the existing gender strengths and weakness in the web and what is missing in the policy process.

- Design appropriate strategies and formulate practical solutions to improve institutional capacities to achieve adequate gender mainstreaming in organizations or the public sector.

SESSION 7 PLANNING GENDER MAINSTREAMING POLICY

Session objectives:

■ Demonstrate how to plan gender mainstreaming policy and the different tools related to it.

What you need:

■ Transparencies 5.24 to 5.26.

Duration: 30 minutes.

Step-by-step process:

Step 1   Recap the previous Sessions 4, 5 and 6, highlighting that gender policy development processes also need to be planned using a sequenced approach. (5 minutes.)

Step 2   Discuss each phase based on a gender mainstreaming policy process of a community interacting with water organizations (public or private). Use Transparencies 5.24 and 5.27. (20 minutes.)

Ask the participants to propose appropriated tools for each phase.

Step 3   Conclude the session, synthesizing all phases in the general scheme using Transparencies 5.28 to 5.30. (5 minutes.)

GENDER MAINSTREAMING POLICY PROCESS

Phase	Principal activity
1 Identification and definition of problems. The set of actions that lead to the identification of conflicts of interest regarding gender in WRM affecting a portion or all of the community, that cannot be resolved alone and require institutional intervention.	**A** Situational analysis. How does it affect the situation and how was it detected? Who is affected? Where does it occur? What is the gender impact? **B** Strengthening of civil groups for policy process. Official recognition especially of women's organizations. **C** Getting acceptance by authorities that the problem is relevant and merits institutional action.

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GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal activity
2 Finding solutions.	**D** Participative and comparative analysis. Analysis of different alternatives (solutions and/or responses) from the point of view of the different players (civil, government and business), both men and women. **E** Creation of indicators of success.

GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal activity
3 Adoption: selection, negotiation and definition of responses by the organization or government agency. Analysis of solutions from the organization's political, cultural and financial points of view.	**F** Consensus. Negotiations with members of the community and local businesses to reach a consensus on a solution. **G** Preparation of a final response from the head of the organization and/or institution. **H** Agreement settled.

GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal activity
4 Implementation. Development of gender goals, standards, procedures, plans, projects and indicators for the implementation of solutions.	**I** Coordinated and participatory implementation of proposal. **J** Gender integration of audit mechanisms.
5 Follow-up and evaluation. Ongoing comparison of expected and achieved levels of performance and impact.	**K** Consultation of users on gender representativeness. **L** Redacting communal reports.

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS

Phases	Principal activity	Tools
1 Identification and definition of problems.	**A** Situational analysis.	Gender Scan. Spider Web. Stakeholder Analysis.
	B Strengthening of civil groups for policy process (especially women organizations).	Ladders.
	C Getting acceptance by authorities.	Advocacy. Spider Web. Gender Scan. SWOT.

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS (CONT'D)

Phases	Principal activity	Tools
2 Finding solutions.	**D** Participative and comparative analysis. **E** Creation of indicators of success.	Spider Web. SWOT.
3 Adoption: selection, negotiation and definition of responses by the organization or government agency.	**F** Consensus. **G** Preparation of a final response. **H** Agreement settled.	Gender Scan. Advocacy. SWOT.

Transparency 5.30

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS (CONT'D)

Phases	Principal activity	Tools
4 Implementation.	**I** Coordinated and participatory implementation of proposal. **J** Gender integration of audit mechanisms.	Spider Web. Gender Scan.
5 Follow-up and evaluation.	**K** Consultation of users on gender representativeness. **L** Redacting communal reports.	Gender Scan. Spider Web.

SESSION 8 CONCLUSION AND EVALUATION

Session objectives:

■ Generate feedback from the participants based on the objectives and expectations set for the module.

What you need:

■ Workshop expectations from the first session on flip chart papers.
■ Copy of overall objectives of the module.
■ Copies of the Module Evaluation Form (see Annex 1).

NOTE: Discuss with the host team or volunteer participant/s the process of evaluation. It is better that other persons or a group other than the trainer carries out the evaluation process.

Duration: 35 minutes.

Step-by-step process:

Step 1   Inform the group that we have come to the conclusion of the module. Review objectives of the module and sum up accomplishments. Link it with the previous modules, if applicable.

Step 2   Referring to the list of expectations developed in Session 1, inform them of the purpose of the evaluation. One may cite the need to see a) what the participants identify as key learning points and b) what specific areas of the modules need further discussion, clarification or information.

Step 3   Having set the tone of the evaluation, turn over the activity to the volunteer participant.

Step 4   The volunteer facilitates the discussion with the group. Various methodologies (such as the use of different colored cards, writing notes on a flip chart while people are responding to the questions) may be used to elicit responses to the following questions:

   a.   Were the objectives of the module met?

   b.   Were expectations met? Which were and which not?

   c.   What did they like best and like least about the different sessions?

   Go through the list of expectations with the group and get them to reflect on the accomplishments of the module and how it matched with their expectation. Summarize the main points.

Step 5   Trainer acknowledges main points and thanks all the participants, specially the volunteer trainer, for their great contributions to the discussions.

Step 6   Close the session. One may use any culturally acceptable methodology (i.e., a formal closing speech by somebody, clapping in a certain pattern, singing a group song, short story etc.).

Step 7   Resource person or workshop organizer provides relevant announcements relating to the next module or next day's session, if applicable.

GLOSSARY

ADVOCACY is a strategy that is used around the world by non-governmental organizations (NGOs), activists, and even policymakers themselves, to influence, reform and ensure that policies are implemented and enforced.

GENDER IDENTITY refers to the self-awareness of knowing to which sex one belongs. Self-awareness is part of a process affected especially by group identity, social class and ethnicity that it will attribute roles and status to women or men, based on expected social and cultural values

GENDER SCAN is a self-assessment methodology that focuses on improving the organization's performance with respect to gender equality and women's empowerment

ORGANIZATION is a group of people intentionally organized to accomplish an overall, common goal or set of goals.

ORGANIZATION MODEL is a method that can be used to describe, analyze and diagnose all kinds of organizations without overlooking its most important elements.

SPIDER WEB refers to a methodological tool used to assess how a gender perspective is currently mainstreamed in an organization, in a specific context under consideration.

SYSTEM refers to a collection of parts (or subsystems) integrated to accomplish an overall goal (a system of people is an organization).

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ADDITIONAL RESOURCES

3rd World Water Forum: Water and Poverty Initiative – adb.org http://www.adb.org/water/theme/poverty.asp.

http://www.irc.nl/products/documentation/ircdoc/title.php?titleno=27815.

International Water Management Institute (IWMI) – Poverty, Gender and Water Page.

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The Water Poverty Index – http://www.nwl.ac.uk/research/WPI/.

WaterAid – current research – poverty reduction strategy papers – http://www.wateraid.org.uk/site/in_depth/current_research/400.asp.

World Bank PovertyNet – http://www.worldbank.org/poverty/.